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ABSTRACT

The Alcohol and Drug Defense (ADD) program provides federal funds authorized by the Drug-Free Schools and Communities Act to states and local education authorities. ADD is designed to help schools prevent students from abusing drugs and alcohol and provide intervention services for students who use, or are at risk of using, drugs and alcohol. Efforts in the Wake County (North Carolina) Public School System (WCPSS) include Drug Abuse Resistance Education and the Coordinated Assistance Program for Students. This study looked at the impact of the program through surveys of high school students, school staff, and parents. Survey results showed that students' use of marijuana had increased while use of alcohol had declined slightly while nearly all parents (93%) agreed that their child had sufficient knowledge of dangers of alcohol and drugs, only half (51%) agreed that the school information had helped their child say "no." The study concludes that the WCPSS clearly made significant efforts to prevent student substance abuse. However, survey results indicate that greater efforts will be required if the impact of substance abuse on students and schools is to be eliminated. The document includes sample surveys and tables summarizing the results of the survey. (JE)

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EVALUATION REPORT: ALCOHOL AND DRUG DEFENSE PROGRAM (ADD) 1993-94

Department of Evaluation and Research
Wake County Public School System

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EVALUATION REPORT: ALCOHOL AND DRUG DEFENSE PROGRAM (ADD) 1993-94

REPORT SUMMARY

Author: Chuck Dulaney

BACKGROUND

The Alcohol and Drug Defense (ADD) program provides federal funds authorized by the Drug-Free Schools and Communities Act to states and local education authorities. ADD is designed to help schools prevent students from abusing drugs and alcohol and provide intervention services for students who use, or are at risk of using, drugs and alcohol.

Elementary school ADD efforts in the Wake County Public School System (WCPSS) in 1993-94 included the use of the North Carolina Interdisciplinary Curriculum for Alcohol and Other Drugs and other instructional materials for classroom teachers, and participation of fifth-grade classes in the Drug Abuse Resistance Education (DARE) program run by local law enforcement agencies. These programs focus on providing information about the physical effects of substance abuse and teaching behavior modification and coping skills. Secondary school ADD efforts in WCPSS included the participation of seventh-grade classes in DARE, instructional units in Health and Physical Education classes, and a student support component called the Coordinated Assistance Program for Students (CAPS). CAPS provided group and individual counseling, made outside referrals, and organized in-school services for students.

All WCPSS high school students participated in an anonymous survey in May, 1994. The survey included questions designed to estimate the extent of drug and alcohol use, to identify some of the characteristics of students who reported that they had used drugs and alcohol, and to describe the ease with which students believed they could acquire drugs and alcohol. A survey of school staff was conducted in April 1994 to identify the extent of utilization of curriculum dealing with alcohol and other drugs and gauge teachers' perceptions of the impact of alcohol and other drugs on their schools. In November 1994, a systemwide parent survey was conducted that included several questions related to drugs and alcohol for parents of high school students.

MAJOR FINDINGS

DRUG USE

A comparison of results from student surveys showed a significant increase from 1993 to 1994 in the use of marijuana during the year prior to the survey (from 21% to 28%). The prior year use of hallucinogens such as LSD showed a smaller increase (from 8% to 10%).

Student use of alcohol declined slightly in 1993-94 from the previous year (from 66% to 64% of students). The percentage of students agreeing that it would be easy to obtain marijuana at school rose from 53% in 1993 to 63% in 1994. The 1994 survey also showed that:

- Only one third (34%) of students surveyed indicated that school lessons had helped them say "no" to alcohol and drugs, while 92% indicated that they believed they knew how using alcohol and drugs would affect them.
- Daily, weekly, or monthly use of marijuana was reported by 16% of twelfth-grade students and 11% of ninth-grade students.
- More males than females reported using marijuana.
- Daily, weekly or monthly use of alcohol was reported by 28% of twelfth-grade students and 14% of ninth-grade students.
- White males reported more frequent use of alcohol than other groups.
- Daily use of cigarettes was reported by 19% of twelfth-grade students and 12% of ninth-grade students.
- White males and females reported more frequent cigarette smoking than other groups.

The frequency of violations of school board policies forbidding the use of tobacco, alcohol, and other drugs rose during 1993-94. Suspensions for tobacco use rose significantly for middle school students (from 25 to 48) but not for high school students. The number of suspensions for alcohol or drug use or possession rose significantly for both groups, from 23 to 48 for middle schools students and from 91 to 133 for high school students.

PARENT PERCEPTIONS

On the 1994 WCPSS High School Parent Survey, one third (33%) of the parents completing the survey agreed that "drugs and alcohol use are causing behavioral problems at my child's school." While nearly all parents (93%) agreed that their child has sufficient knowledge of the dangers of using drugs and alcohol, only half (51%) agreed that lessons at school have helped their child learn to say "no" to alcohol and drugs.

STAFF PERCEPTIONS

On the 1994 WCPSS School Staff Survey, a vast majority of high school teachers agreed that the use of drugs and alcohol affect academic achievement (81%) and cause behavioral problems (76%) in their schools. Only 9% of elementary teachers and 32% of middle school teachers agreed that drugs and alcohol affect academic achievement in their schools.

Less than half (43%) of all teachers agreed that they have received sufficient training to effectively teach lessons covering alcohol and other drugs, and a majority of middle school and high school teachers reported that during 1993-94 they taught no lessons focusing upon prevention of student use of drugs or alcohol.

CURRICULUM IMPLEMENTATION

All fifth and seventh-grade students participated in the DARE program during 1993-94. The 1994 WCPSS School Staff Survey results showed that approximately 84% of elementary school teachers taught at least one lesson during 1993-94 focusing upon the prevention of student abuse of drugs or alcohol, and 27% of elementary school teachers taught more than five lessons. In middle schools, more than 87% of Health and Physical Education teachers taught more than five lessons in the area of substance abuse prevention and 63% taught more than ten lessons. As was true the previous year, survey results indicated that little instruction in secondary schools focusing upon substance abuse prevention occurred outside of Health and Physical Education classes.

COORDINAT') ASSISTANCE PROGRAM FOR STUDENTS (CAPS)

WCPSS used ADD funding in 1993-94 to implement the Coordinated Assistance Program for Students (CAPS). CAPS operated in nine high schools and two middle schools. CAPS coordinators organized a variety of school-based efforts to meet the needs of students identified as being at risk of substance abuse or failure in school. Their work included informing school staff, parents, and students about the services available through CAPS, creating school-based teams of teachers and administrators who attempted to intervene on behalf of students, providing individual counseling, establishing support groups for students with common problems, organizing tutor/mentor programs, and establishing peer mediation programs.

CAPS coordinators in eight high schools and one CAPS coordinator who worked in two middle schools maintained databases for determining numbers and characteristics of CAPS students. Data was not collected in one high school. The data showed that:

- Approximately 1,200 students in nine high schools and two middle schools received services from CAPS coordinators in 1993-94.
- The most frequently cited reasons for referral of high school CAPS students were academic problems (54%) followed by behavior problems (32%) and family problems (30%).
- About 12% of high school CAPS students were referred to CAPS because of suspected alcohol or other drug abuse, and 5% were referred because of suspected substance abuse problems of "significant others" such as family members.

During interviews, CAPS coordinators frequently expressed frustration that they did not have time to implement all of the various possible components of CAPS at their schools. They expressed concern that the broad nature of their efforts to address the wide range of problems that put students at risk of failing in school and/or succumbing to substance abuse might make it difficult to see the impact of their work.

RECOMMENDATIONS

Locally and nationally, adolescent and teenage use of drugs such as marijuana and LSD appears to have risen during the past two years. Use of alcohol remains at a high level with more than 25% of high school seniors reporting that they drink frequently. A vast majority of high school teachers believe that drugs and alcohol affect academic achievement in their schools. At the same time, nearly all WCPSS high school students indicated on a survey that they know how the use of alcohol and drugs would affect them. These findings challenge us to identify more effective ways to impact student decision-making regarding substance abuse. Consideration should be given to the following:

- Improving staff development for teachers, particularly at the secondary level, on how to effectively teach lessons about the impact of the use of alcohol and other drugs;
- Emphasizing ways to include substance abuse prevention curriculum within courses other than Health and Physical Education;
- Reviewing the current availability of curriculum materials for teachers and providing additional materials where necessary;
- Strengthening high school student assistance programs by emphasizing a clear mission and role for the Student Assistance Program Coordinator in each high school;
- Looking for ways in which Student Assistance Program functions can be incorporated into existing middle school guidance programs.

WCPSS, through the CAPS program, DARE, and curriculum efforts, clearly made significant efforts in 1993-94 to prevent student substance abuse. However, survey results indicate that greater efforts will be required if the impact of substance abuse on students and schools is to be eliminated.

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PROGRAM DESCRIPTION

BACKGROUND

In 1993-94, the Wake County Public School System (WCPSS) Alcohol and Drug Defense Program (ADD) was in its seventh year of implementation. The key characteristics of the ADD program implemented in 1993-94 were:

- Curriculum and instructional activities used primarily by elementary classroom teachers and middle school and high school health teachers to educate students about substance abuse, to promote self-esteem, and to teach skills for making choices about behavior,

- The Coordinated Assistance Program for Students (CAPS), which coordinated intervention services for at-risk students in nine high schools and two middle schools,

- The Drug Abuse Resistance Education (DARE) Program led by local law-enforcement officers for all fifth and seventh-grade students.

In 1993-94, the WCPSS Evaluation and Research Department (E&R) used a High School Student Survey and a School Staff Survey to help determine the extent of student use of alcohol and other drugs, and to assess the need and level of support for drug and alcohol prevention education. Other evaluation activities focused upon the collection of data related to the CAPS program. DARE and other curriculum efforts were not studied in 1993-94.

FUNDING AND STAFF

Funds from the Alcohol and Drug Defense section of the State Department of Public Instruction, which distributes funds provided by the federal government through the Drug-Free Schools and Communities Act, were used by WCPSS in 1993-94 to support the CAPS program. The 1993-94 CAPS budget was $482,660 which included:

- salaries for ten CAPS coordinators,
- salary for one central office ADD Program Specialist,
- salary for one half of a program evaluator,
- salary for one half of a secretarial position,
- funds for workshops and instructional supplies.

During 1993-94, CAPS operated in nine high schools and two middle schools in WCPSS. Each of the nine high schools was served by one full-time CAPS coordinator. The tenth CAPS coordinator served two middle schools. Seven of the CAPS coordinators began the CAPS program in their school in the 1992-93 school year. Three of the coordinators were new to the CAPS program in 1993-94, although one of them had served the prior year as a

guidance counselor in the school where she became the CAPS coordinator. The other two new coordinators were also new to WCPSS. One high school coordinator was on leave for a significant portion of 1993-94 and left the school system near the end of the school year.

EVALUATION DESIGN AND METHODOLOGY

The E&R Department evaluated the ADD program in 1993-94. The ADD Evaluation Specialist focused on the design and administration of staff and student surveys, documentation of the implementation of the CAPS program, analysis of data collected by CAPS coordinators, and a review of student suspension information.

WCPSS conducted a survey of all 9th-12th grade students in May 1994 to determine the extent of students' use of alcohol and other drugs, their level of satisfaction with their education, time spent on homework, time committed to employment, and future plans. Survey forms were distributed to all high school home-room teachers who administered the survey. Surveys were completed by 14,737 students or approximately 84% of all students in grades 9-12. Survey responses were confidential and were not reviewed by school teachers or administrators prior to being returned to E&R for analysis.

A survey was sent to a sample of WCPSS school professional staff in April 1994 that included questions about effectiveness of ADD programs and perceptions of the impact of alcohol and drug use on schools. The ADD questions were one component of Form 3c of the WCPSS School Professional Survey. Form 3c was distributed to one third of all non-administrative professional staff and had a return rate of 86%. A copy of the survey form and results are available in Appendix A of this report.

CAPS coordinators established databases of information about students served by the program. Data was submitted from eight of the nine high schools and the two middle schools. The data included the referral source, the primary types of problems experienced by the students, and a summary of the services provided to the students. Additional data about the students was extracted from the WCPSS Student Information System.

CAPS coordinators and school administrators were given flexibility to implement the program in a manner that met the needs of their individual schools. Thus, a process evaluation of CAPS was important so that program staff could gain information about how CAPS was implemented in different schools. The ADD Evaluation Specialist visited CAPS coordinators at their schools and used a structured interview to determine how they were implementing their program, what strengths and weaknesses they identified, and what problems they had experienced in implementing their programs. The evaluator summarized the interviews during the 1993-94 school year and shared them with the ADD Program Specialist and CAPS coordinators to facilitate program planning and implementation.

Suspension reports prepared by central office staff were examined to determine whether or not violations were of board policies related to tobacco and alcohol and drugs were increasing.

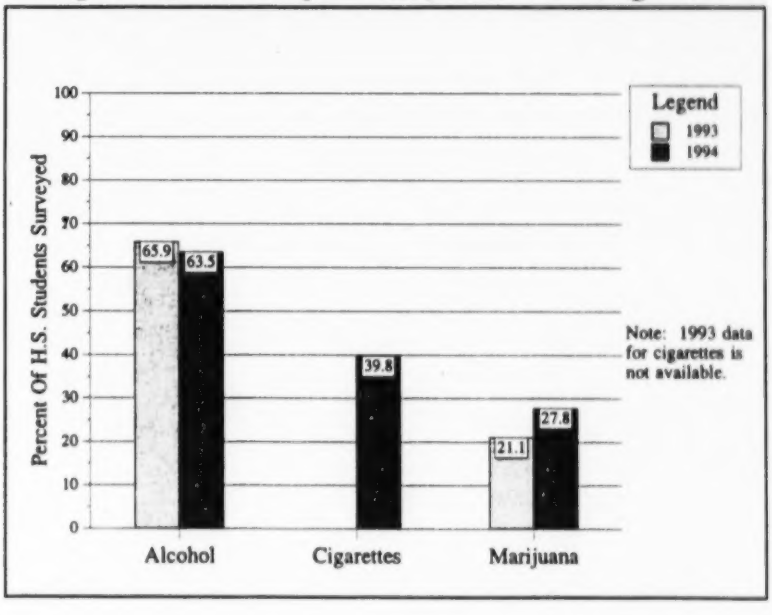
FINDINGS

STUDENT USE OF ALCOHOL AND OTHER DRUGS

The 1994 WCPSS High School Student Survey included a variety of questions related to student use of alcohol and other drugs and the availability of alcohol and other drugs in students' schools and neighborhoods. While the 1994 High School Student Survey was administered at the same time of year as earlier student surveys, the survey methodology was significantly different than previous surveys. In 1993, a sample of 928 high school students were surveyed by staff from a Wake County non-profit agency concerned with substance abuse. The 1994 survey was administered by classroom teachers to 14,737 students who were present at their school on the day the survey was conducted. The survey form was changed significantly in 1994 in order to make it easier to read and easier to mark responses. These procedural changes make comparisons between the two surveys somewhat questionable. However, national survey results mirror changes noted in WCPSS from 1993 to 1994, and therefore may accurately indicate cause for concern among Wake County educators and parents.

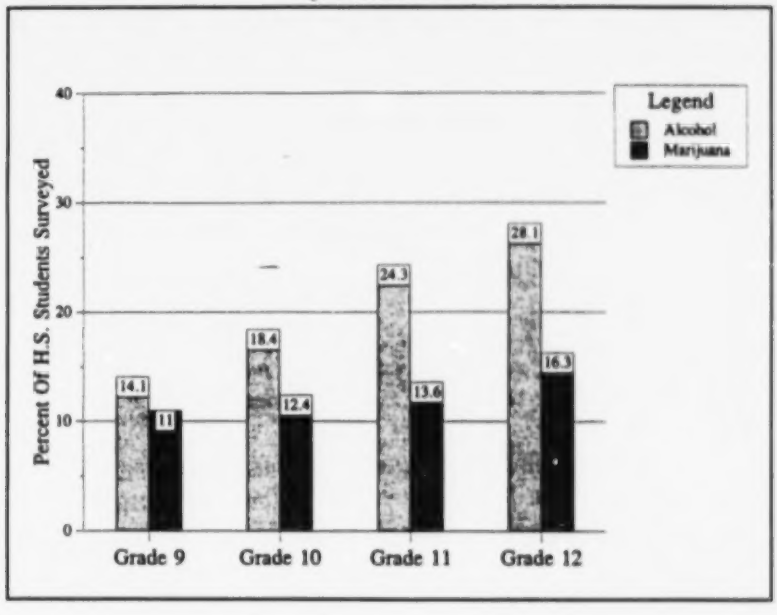
As shown in Figure 1, *the use of marijuana appears to have significantly increased in high schools from 1993 to 1994,* while the use of alcohol appears to have slightly declined.

Figure 1. Percentage of High School Students Reporting Use of Alcohol, Cigarettes, and Marijuana Within the Preceding Year.



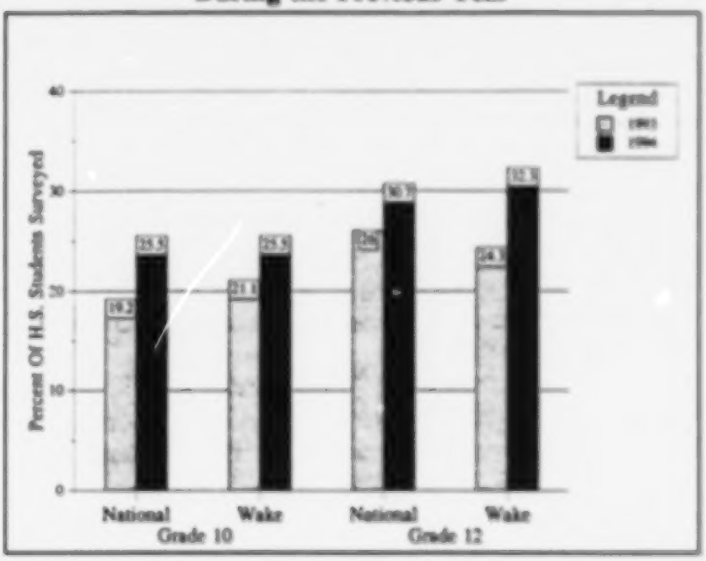
In 1994, approximately *21% of all WCPSS high school students reported using alcohol on a monthly, weekly, or daily basis during the past year, and 13% reported using marijuana on a monthly, weekly, or daily basis*. As shown in Figure 2, the percentage of frequent users of marijuana and alcohol increased across grade levels. This was also true for cigarette smoking. Approximately 12% of ninth-grade students reported they smoked daily, while 19% of twelfth-grade students reported smoking daily.

Figure 2. Daily, Weekly, or Monthly Use Of Marijuana and Alcohol By Grade Level



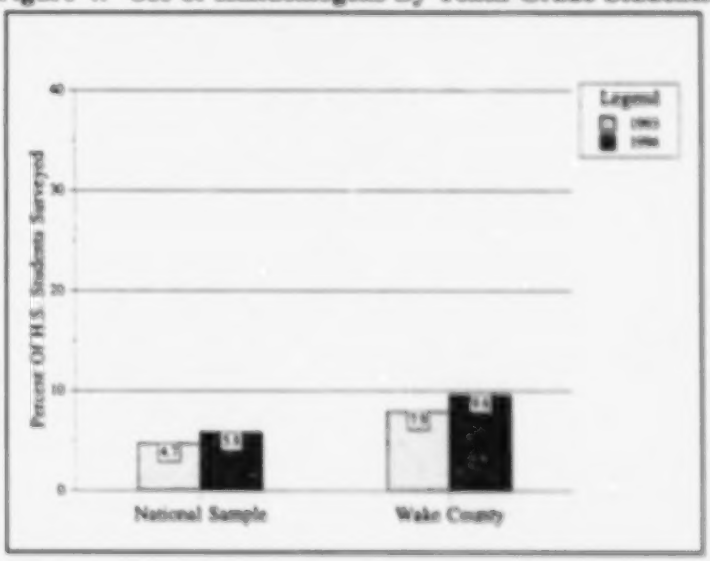
The increasing use of marijuana by high school students was cited in preliminary results of the 1994 Monitoring the Future Survey recently released by the U.S. Department of Health and Human Services. The Monitoring the Future Survey examines drug use patterns of students in grades 8, 10, and 12, and is conducted by the University of Michigan Institute for Social Research for the National Institute on Drug Abuse. For the second year in a row, the national survey showed an increase in the percentage of high school students who indicated they had used marijuana within the preceding year (see Figure 3). Figure 3 also illustrates that WCPSS students reported using marijuana at about the same rate as students in the national sample.

Figure 3. Use of Marijuana by Students in Grades 10 and 12 During the Previous Year



Among illicit drugs other than marijuana, both local and national surveys showed an increase in the self-reported use of hallucinogens such as LSD (see Figure 4). Preliminary results from the national survey, reported only for tenth grade, also shows that WCPSS students reported slightly higher rates of hallucinogen use than the national sample.

Figure 4. Use of Hallucinogens By Tenth Grade Students



While differences in survey methodology between years and between national and local studies make the precision of measurements questionable, *the overall similarities in the size of increases and the directions of trends seem to indicate that student use of illegal drugs such as marijuana and LSD is increasing.*

Figure 5 shows how frequently students engaged in a variety of drug related behaviors during the year preceding the 1994 survey. It can be seen that:

- Smoking cigarettes was the most frequently reported behavior with 15.1% of students indicating they smoked daily, and 5.9% indicating they smoked weekly or monthly.
- Drinking alcohol was the second most common behavior, with 2.7% reporting daily use, and 18.2% reporting weekly or monthly use.
- Marijuana use was the third most common behavior with 4.7% reporting daily use (higher than alcohol) and 8.7% reporting weekly or monthly use. Marijuana use was much more frequent than the use of other illegal drugs.

A false drug was included in the 1994 survey in order to measure the possible impact of misleading or "bragging" responses. Approximately 3% of males and 1% of females indicated daily, weekly, or monthly use of the false drug. On this survey there appears to be little validity to the self-reported use of crack or downers, because their frequencies are similar to the fictitious drug. Reported use of other drugs was at least several percentage points higher than the false drug, and can be regarded as more reliable estimates of frequency of use.

Figure 5. Percentage of High School Students Reporting the Frequency of Various Drug Related Behaviors During the Preceding Year.
(N indicates the number of students who answered each question in the 1994 survey.)

Behavior	Frequency						
	N	Never	Once	Occasionally	Monthly	Weekly	Daily
Drink alcohol	14,528	36.5	13.5	29.1	8.7	9.5	2.7
Smoke cigarettes	14,542	60.2	7.5	11.2	2.1	3.8	15.1
Use marijuana	14,497	72.2	6.0	8.6	3.5	5.2	4.7
Use inhalants	14,506	88.5	4.2	3.8	0.1	0.6	2.0
Use hallucinogens	14,517	90.0	3.2	3.0	1.2	0.8	1.7
Use "uppers"	14,504	90.1	3.0	3.1	0.9	0.8	2.1
Use "downers"	14,509	93.3	1.9	2.1	0.6	0.5	1.7
Use crack or cocaine	14,514	95.1	1.4	0.8	0.3	0.4	1.9

As shown in Figure 6, analysis of self-reported use by gender and race revealed that:

- White males drank alcohol more frequently than other groups.
- White males and females reported more frequent cigarette smoking than other groups.
- Males reported more frequent marijuana use than females.

Figure 6. Percent of Students Reporting Daily, Weekly or Monthly Use

Substance	Black Males	Black Females	White Males	White Females	Other Males	Other Females
Alcohol	14.8	9.9	27.3	19.8	25.4	16.4
Cigarettes	9.9	8.7	24.8	24.5	23.4	17.0
Marijuana	18.2	8.2	16.3	9.4	22.6	12.1

EASE OF ACQUIRING ALCOHOL AND OTHER DRUGS

As shown in Figure 7, a majority of students completing the 1994 survey indicated that it would be easy or very easy to obtain alcohol (52.9%) or marijuana (63.3%) at school. A comparison of the 1994 survey with the 1993 survey *shows an increase in the percentage of students who think it is easy to obtain alcohol or marijuana at school.* The percentage of students agreeing that it is easy to obtain alcohol at school increased from 47% in 1993 to 53% in 1994, while the percentage of students agreeing that it is easy to obtain marijuana increased from 53% to 63%. On the 1994 survey smaller percentages of respondents indicated that it would be easy or very easy to get drugs other than marijuana or alcohol at school (43%) or marijuana in their neighborhood (31%).

Figure 7. Percentage of High School Students Indicating The Difficulty of Getting Alcohol or Other Drugs At School or In Their Neighborhood

Note: NA indicates that the question was not asked on the student survey that year.

	1993 (N=928)			1994 (N=14,737)		
	Hard or Very Hard	Don't Know	Easy or Very Easy	Hard or Very Hard	Not Sure	Easy or Very Easy
Alcohol at your school	26.1	26.7	47.2	12.1	35.0	52.9
Marijuana at your school	17.1	29.9	53.1	7.6	29.1	63.3
Other drugs at your school	NA	NA	NA	10.0	47.4	42.6
Marijuana in your neighborhood	NA	NA	NA	36.9	32.3	30.7
Other drugs in your neighborhood	NA	NA	NA	38.6	37.7	23.6

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SUSPENSIONS FOR DRUG AND ALCOHOL VIOLATIONS

WCPSS Board of Education Policy 6429 states that "no student shall possess, use, transmit, sell, or conspire or attempt to transmit or sell, or be under the influence" of alcoholic beverages or controlled substances. The penalty for violation of this policy is long-term suspension from school. Policy 6430 bans the possession or use of an tobacco product on school premises. Penalties for violation of the tobacco policy are set at the discretion of the principal and may include out-of-school suspension. As shown in Figure 8, *suspensions for violation of policy 6429 rose sharply in the 1993-94 school year for both high school and middle school students.* Suspensions for violation of policy 6430 rose sharply in middle schools. Although suspensions for violation of these policies represent only a small portion of total student suspensions, this indicator reinforces the significance of survey findings.

Figure 8. Violations of Board Policies Resulting In Suspension From School

	Policy 6429		Policy 6430		All Other Policies	
	Middle Schools	High Schools	Middle Schools	High Schools	Middle Schools	High Schools
1993-94	48	133	48	112	2716	4052
1992-93	23	91	25	127	2157	3127
1991-92	39	77	29	74	2019	2713

HIGH SCHOOL PARENT SURVEY RESULTS

High school parents surveyed in November 1994 were asked three questions related to student use of drugs and alcohol. As shown in Figure 9, one third of parents responding to the survey agreed that drugs and alcohol use are causing problems at their child's school. Although nearly all parents agreed that their child has sufficient knowledge of the dangers of using drugs and alcohol, only half agreed that lessons at school have helped their child learn to say "no."

Figure 9. High School Parent Responses to Systemwide Survey Items

Survey Item	Agree or Strongly Agree	Unsure	Disagree or Strongly Disagree	N
My child has sufficient knowledge of the dangers of using drugs and alcohol.	92.6%	3.6%	3.8%	5939
Drugs and alcohol use are causing behavioral problems at my child's school.	33.2%	46.5%	20.3%	5911
Lessons at school have helped my child learn to say "no" to alcohol and drugs	50.8%	29.9%	19.3%	5883

SCHOOL STAFF SURVEY RESULTS

Form 3c of the 1994 WCPSS School Professional Survey was distributed to approximately one third of all professional staff other than administrators during April 1994. The vast majority of this group is classroom teachers, but counselors and media specialists are included when reference is made below to the responses of teachers. Several of the 1994 survey questions repeated questions posed in the 1993 staff survey. Where appropriate, comparisons of the two years are shown.

As shown in Figure 10, *in both 1993 and 1994, more than three fourths of high school teachers agreed that the use of alcohol and other drugs by students cause behavioral problems and affect academic achievement in their schools.* The level of agreement was much lower in elementary and middle schools, but middle school teachers' agreement with the statement that drugs and alcohol are causing behavior problems in their schools did show an increase from 25% in 1993 to 33% in 1994.

Figure 10. Percentage of WCPSS Teachers Who Agreed or Strongly Agreed With Survey Items Related to the Impact of Substance Abuse

Item	Elementary		Middle		High	
	1993	1994	1993	1994	1993	1994
Drugs and alcohol use are causing behavior problems.	15.4%	8.6%	24.6%	33.1%	81.1%	76.1%
Drugs and alcohol use affect academic achievement.	18.2%	11.6%	25.6%	31.9%	84.6%	80.6%

Fewer than half (43%) of teachers indicated that they have received sufficient training to effectively teach lessons covering alcohol and other drugs. Responses were slightly higher for elementary teachers (52%) than for middle and high school teachers (37% and 35%). Elementary teachers indicated a much higher level of familiarity (73%) with available curriculum lessons and resource materials dealing with alcohol and other drugs than middle school teachers (42%) and high school teachers (43%).

The impact of training and familiarity with curriculum materials can be seen in the frequency with which teachers present lessons focusing upon the prevention of student use of alcohol and other drugs, shown in Figure 11.

Figure 11. Percentage of Teachers Presenting Lessons on Prevention of Drug and Alcohol Abuse During the 1993-94 School Year
Note: M.S. indicates Middle School and H.S. indicates High School

	N	0 Lessons	1-5 Lessons	6-10 Lessons	More than 10 Lessons
Elem. Classroom Teachers	385	16.1	57.4	16.6	10.0
M.S. Language Arts	48	62.5	27.1	6.3	4.2
M.S. Mathematics	44	68.2	18.2	6.8	6.8
M.S. Science/Soc. Studies	69	58.0	31.9	5.8	4.4
M.S. Health/PE	16	6.3	6.3	25.0	62.5
H.S. Language Arts	52	71.2	25.0	1.9	0.0
H.S. Mathematics	48	95.8	4.2	0.0	0.0
H.S. Science/Soc. Studies	79	44.3	53.2	1.3	0.0
H.S. Health/PE	22	0.0	40.9	22.7	36.3

As shown, the vast majority of elementary classroom teachers (84%) reported teaching at least one lesson on the prevention of student use of drug and alcohol during the 1993-94 school year. All high school health or physical education teachers and nearly all middle school health or physical education teachers reported teaching at least one lesson.

Middle school health/physical education teachers reported the most frequent presentation of drug and alcohol related lessons, with 63% reporting they presented more than ten lessons during the school year. (It should be noted that D.A.R.E. was given in 7th-grade health classes in all middle schools, and middle school health teachers may have counted the D.A.R.E. presentations as part of their program.)

Few lessons on prevention of student use of drugs and alcohol were presented in middle and high school subjects other than health and physical education. Only in high school social studies and science classes did more than half of the teachers report teaching at least one lesson. *About two thirds of middle and high school language arts teachers, two thirds of middle school mathematics teachers, and nearly all high school mathematics teachers reported teaching no lessons focusing on prevention of student use of drugs and alcohol.* It is important to note that the North Carolina Interdisciplinary Curriculum for Alcohol and Other Drugs is designed to be integrated across secondary school curriculum areas rather than be taught as a separate course.

COORDINATED ASSISTANCE PROGRAM FOR STUDENTS (CAPS)

WCPSS used ADD funding in 1993-94 to implement the Coordinated Assistance Program for Students (CAPS). CAPS operated in nine high schools and two middle schools. CAPS coordinators organized a variety of school-based efforts to meet the needs of students identified as being at risk of substance abuse or failure in school. Their work included informing school staff, parents, and students about the services available through CAPS, creating school-based teams of teachers and administrators who attempted to intervene on behalf of students, providing individual counseling, establishing support groups for students with common problems, organizing tutor/mentor programs, and establishing peer mediation programs.

In addition to making classroom presentations and organizing school-wide programs such as peer mediation, CAPS Coordinators provided direct services such as individual or small group counseling to approximately 1,200 students during the 1993-94 school year. CAPS coordinators in eight of the nine high schools compiled information for 915 students which is summarized below. Data was not available from one high school because of the departure of the CAPS coordinator.

As shown in Figure 12, students served by the CAPS program were distributed across race and gender categories, and more students were served in grades 9 and 10 than in grades 11 or 12. Several CAPS Coordinators reported that their school's leadership team had decided to focus CAPS interventions on ninth-grade students because of the high number of students who have traditionally dropped out of school during, or immediately after, ninth grade.

Figure 12. Grade Level, Gender, and Race of Students in the 1993-94 CAPS Database

Grade Level	Black		White		Other		Total
	Male	Female	Male	Female	Male	Female	
9	89	95	81	95	5	9	374
10	51	38	80	73	3	3	248
11	29	36	44	46	4	2	161
12	27	16	31	54	2	2	132
TOTAL	196	185	236	268	14	16	915

Figures 13 and 14 show a summary of the source of referrals of CAPS students and the students' presenting problems.

Figure 13. Sources of Referrals of CAPS Students in 1993-94

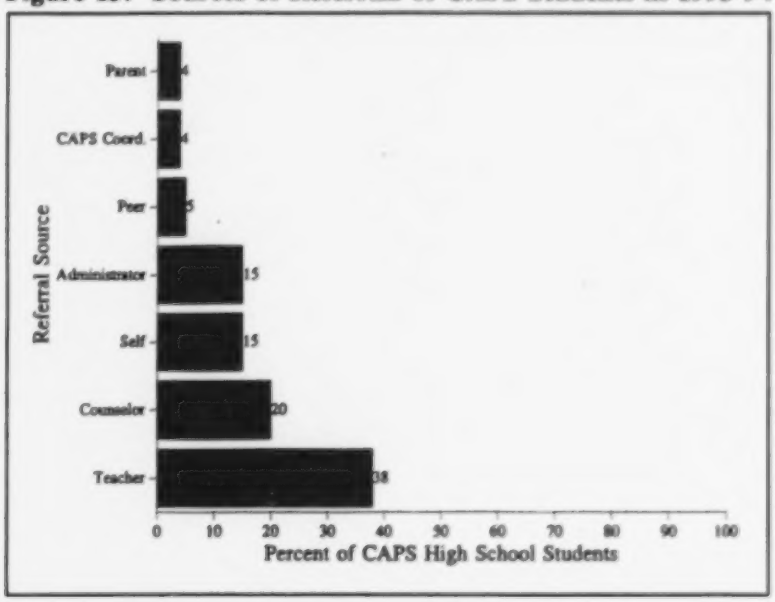
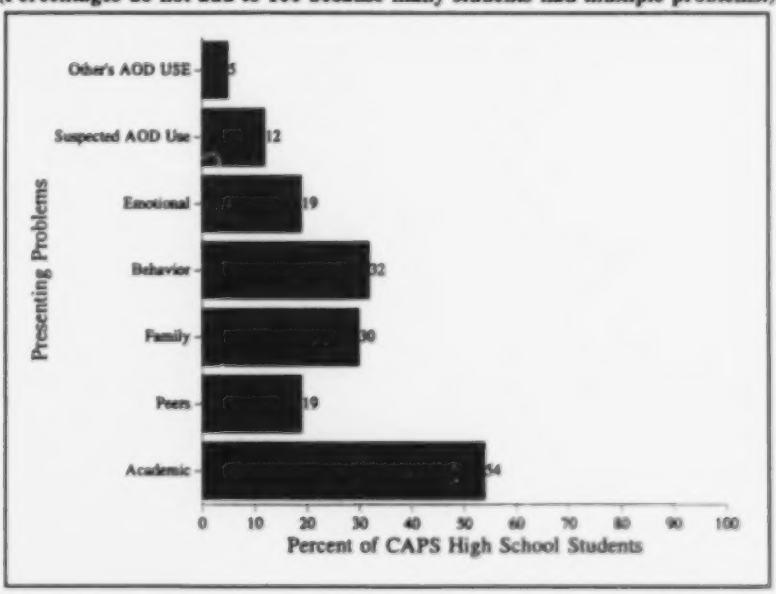
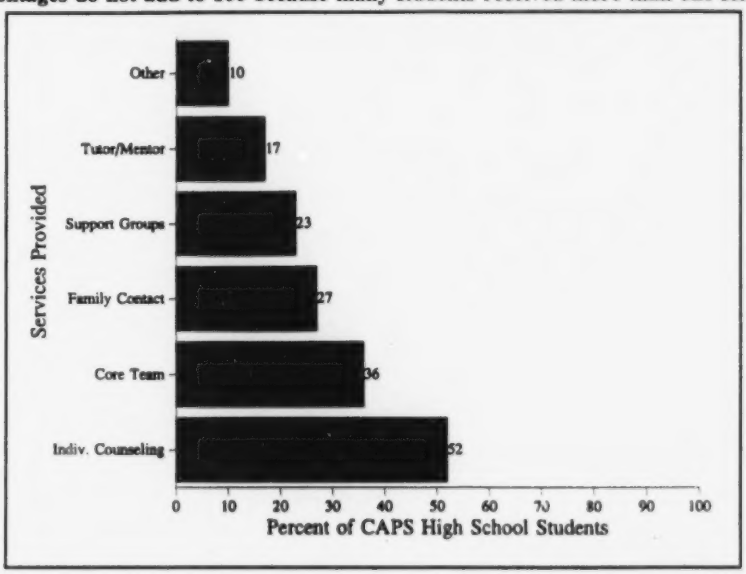


Figure 14. Presenting Problems of CAPS Students in 1993-94
(Percentages do not add to 100 because many students had multiple problems.)



CAPS coordinators coded the types of services provided to students. Figure 15 shows the percentage of CAPS students who received each of those services. Services varied significantly from school to school because of differing priorities at each building. (See the next section on CAPS Program Activities.)

Figure 15. Services Provided to 1993-94 CAPS Students
(Percentages do not add to 100 because many students received more than one service.)



Evidence that students referred to CAPS were experiencing extreme difficulty in school can be found in Figure 16 which compares grade-point averages, the number of days that students were suspended from school, and dropout rates for CAPS students and all high school students.

Figure 16. Average GPA, Days Suspended and Dropout Rates During 1993-94 For CAPS Students and All High School Students.

	CAPS Students	All High School Students
Average GPA	1.39	2.31
Average Days Suspended	1.84	0.8
Dropout Rate	15.6%	6.7%

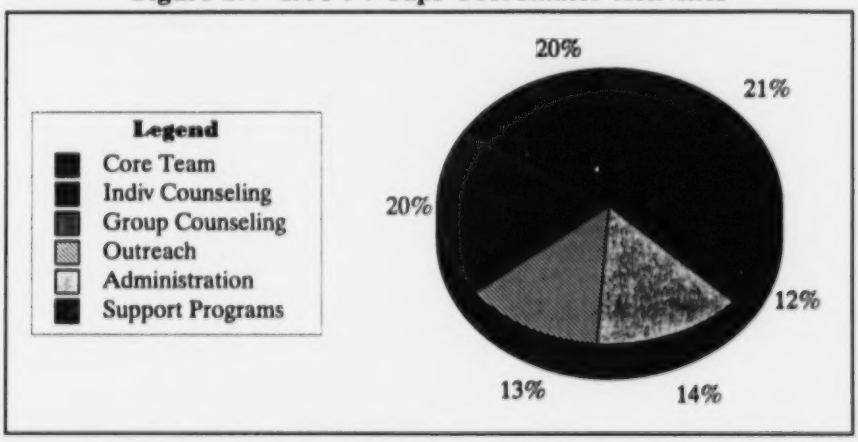
Approximately 46% of CAPS students failed three or more of the courses they took in 1993-94, compared to 17% of all high school students.

CAPS PROGRAM ACTIVITIES

CAPS coordinators participated in several written surveys and structured interviews between October 1993 and May 1994. The purpose of the surveys and interviews was to describe the activities undertaken by CAPS coordinators and to understand the variations that existed in the way in which the CAPS program was implemented in the eleven schools served by the coordinators.

The surveys and interviews revealed strong common perceptions among the nine CAPS coordinators as well as significant variation between schools in the way in which various program components associated with CAPS were implemented. Figure 17 shows a summary of the activities that CAPS coordinators reported and an estimate of the average percentage of time spent by the coordinators in each activity. It is important to note that there were large differences between schools in the way in which coordinators spent their time, particularly in the extent to which special support programs such as conflict resolution and tutor/mentor were the responsibility of the CAPS coordinator.

Figure 17. 1993-94 Caps Coordinator Activities



Core Team

Core Teams operated at ten of the eleven CAPS schools, and Core Team leadership took up approximately 21% of coordinators' time. According to the program description, "the core team will provide assistance with early identification of students at risk, case management, and coordination of human services." Membership on the team usually included at least one administrator, at least one guidance counselor, and several teachers. Teams met weekly or biweekly during the school year. The responsibilities of the CAPS coordinator included:

- Identifying and/or training team members;
- Meeting individually with team members;
- Coordinating meetings (schedule, agenda, etc.);
- Preparing cases for discussion (organize data, prepare materials, etc.);

- Coordinating individual follow-up from Core discussion;
- Working with individual cases assigned through Core Team;
- Making family or outside agency contacts for Core Team.

The ten coordinators who worked with a Core Team all identified activities associated with Core Team to be "Critical" or "Very Important". Most of the coordinators expressed frustration when describing the work of their Core Teams. Several of them stated that it was not possible for teachers to be effective case managers for students because of the lack of time available for teachers to use in maintaining contact with the students. The coordinators felt that Core Team discussions were usually productive and helpful, but that *case management was more than could be expected from most members of the team.* A frequently mentioned source of frustration was the difficulty in arranging good meeting times for Core Teams. Teacher participation was limited when team members did not share a common planning period, and several teams met during lunch. Lunch meetings were frequently interrupted by student supervision duties assigned to team members.

Individual Counseling

Providing individual counseling took up approximately 20% of coordinators' time. All of the coordinators saw this area as a key component of their work in the schools which included:

- Working with students in crisis referred from Guidance or Administration;
- Working with "drop-in" student clients;
- Working with referrals not assigned through Core Team;
- Making family or outside agency contacts.

Nine of the coordinators were trained as counselors and one was a social worker. They all felt that it was important to be accessible to students who have an immediate need to talk to someone about emotional or personal problems. Several of the coordinators mentioned that two ways they could tell they were having a positive impact in their schools was that students would seek them out for assistance, and that students would refer their friends to the CAPS coordinator for help with personal problems.

Group Counseling

Group Counseling took up approximately 20% of coordinators' time. All of the coordinators described group counseling activities as essential components of a good student assistance program. Activities related to group counseling included:

- Identifying interest and/or need for groups;
- Doing group management tasks such as parent notification and scheduling;
- Preparing curriculum and collecting materials for groups;
- Leading or facilitating groups.

The coordinators described group counseling as a powerful tool for helping high school students learn to articulate their feelings, take responsibility for their actions, and improve their decision-making, particularly decisions related to substance abuse. Most of the coordinators want to increase the amount of time they spend organizing and conducting groups, and most expressed some frustration that they were not able to do more group work during the school year.

Outreach

Soliciting referrals of students needing assistance took up approximately 13% of coordinators' time. Even coordinators who were in the second year of the CAPS program indicated that they put significant effort into explaining the goals and operation of CAPS to staff and students. A major premise of the CAPS program is that teachers will take the time to refer students who they suspect may be having academic, personal, or emotional problems, and that teachers will take time to share information with the Core Team regarding students who someone else may have referred for assistance. All of the coordinators felt that a sense of trust needed to be developed between the CAPS coordinators and the staff of the school. Coordinators were generally pleased with the response of teachers when asked for information about students. In most cases, coordinators felt that referrals had grown as teachers, administrators, and guidance counselors became more familiar with the work of the CAPS coordinator.

Development of a referral system involved coordinators in:

- Meeting with faculty (formally and informally) regarding CAPS services;
- Meeting with classes or groups of students to introduce the CAPS program;
- Preparing forms, brochures, signs, etc., to solicit referrals;
- Screening various at-risk lists such as ISS and failing grades;
- Screening referrals and collecting information from teachers;
- Redirecting referrals to Administration, Guidance, or Special Programs when the services of those offices were more appropriate than CAPS.

Administration

Administration of the CAPS program and routine staff responsibilities took up approximately 14% of coordinators' time. These responsibilities were divided between activities required specifically for CAPS coordinators, activities required for guidance personnel, and activities required for all school staff.

CAPS program administration took up approximately 5% of coordinators' time and consisted of central office directed activities such as:

- Attending meetings and/or training activities away from school;
- Recording and/or entering data for program evaluation;
- Contacting and working with other CAPS coordinators.

These activities were all considered to be "Critical" or "Very Important" by the coordinators. Several of the coordinators mentioned the need for additional training in special areas such as the organization and implementation of counseling groups for students recovering from substance abuse.

Working with the school's guidance department used approximately 5% of coordinators' time. Nine of the coordinators met regularly with the guidance department in their schools, and most of the coordinators were evaluated by the chairperson of the school's guidance department. Guidance department related activities included serving as guidance department liaison to outside agencies, attending guidance team meetings, and assisting with guidance activities not related to CAPS such as testing.

All of the coordinators saw a close link between their responsibilities and those of the guidance department. They saw themselves as being able to provide highly needed services related to individual case management, individual counseling, and group counseling that the regular guidance department counselors did not have time to undertake. Several of the coordinators indicated that, over time, other counselors have become more interested in organizing and/or co-facilitating counseling groups for students referred to CAPS.

Miscellaneous school responsibilities were reported as using approximately 4% of coordinators' time. All of the coordinators were involved in participation in normal staff and committee meetings. The one coordinator who served two schools expressed frustration that just staying involved in both schools required time that could not be spent on CAPS activities.

Support Programs

A tutor/mentor program was a CAPS responsibility in some schools and not in others. Some coordinators spent up to 25% of their time on this component. Some schools had tutoring projects that existed separately from the CAPS program. Some schools had no tutoring program until such a program was initiated by the CAPS coordinator. Those coordinators who were involved in implementing tutor/mentor programs spent a considerable amount of time on the following:

- Meeting with community groups or agencies regarding volunteers;
- Training and/or counseling volunteers;
- Identifying students needing a tutor/mentor;
- Matching students with tutor/mentors;
- Managing logistics such as meeting times, places, and attendance.

Several of the coordinators viewed a tutor/mentor program as a form of support for academic success that is not directly related to an effective student assistance program. Other coordinators felt that the tutoring and mentoring relationships that they established were among the most powerful and most satisfying aspects of their jobs.

Implementation and management of Conflict Resolution and Peer Mediation (CR/PM) programs was another set of activities that varied significantly between schools. Several of the coordinators spent up to 20% of their time working to establish programs at their schools and other coordinators did not spend any time on this component.

Those coordinators who worked in this area reported spending time on the following:

- Meeting with school administration or faculty team regarding CR/PM;
- Arranging funding, training, and resources for CR/PM;
- Managing program logistics such as schedules, attendance rosters, contracts, and follow-up responsibilities.

Several coordinators were asked by their building principals to initiate conflict resolution and peer mediation programs for their schools. These coordinators had to invest a significant amount of time in organizing planning teams and arranging training activities. They expressed hope that once programs are implemented in their schools that the amount of time they need to spend in this area will be dramatically reduced, and that they will then be able to spend more time doing individual and group counseling.

Level of Importance of Various Program Components

The ten CAPS coordinators generally agreed that the following activities were "Critical" or "Very Important" components of the program at their schools during the past year:

- Managing referrals of students needing assistance,
- Providing counseling groups for students with related or specialized needs,
- Leading a Core Team that discussed individual students and provided a case management structure for the delivery of services,
- Providing individual counseling to students in crisis or students needing special attention that cannot be provided through groups.

Somewhat less critical, but still important, activities included the following:

- Managing a tutor/mentor program that linked students needing academic assistance with community volunteers,
- Managing conflict resolution and peer mediation programs that have the potential to improve schoolwide climate and communication,
- Assisting teachers who want to incorporate substance abuse prevention curriculum into their classes.

CONCLUSIONS AND RECOMMENDATIONS

Student survey data seems to indicate that student use of illicit drugs, particularly marijuana and hallucinogens such as LSD, is on the rise. Student use of alcohol does not appear to be rising, but is already at a high level, with 64% of high school students reporting some use during the prior year and 21% reporting monthly, weekly, or daily use. High school teachers and, to a lesser degree, middle school teachers identify student use of drugs and alcohol as having a negative impact upon student behavior and academic performance. Additional steps should be taken to address these problems.

The literature in the substance abuse prevention field clearly indicates that the problems related to substance abuse cannot be addressed by educational efforts alone. Still, it seems that more could be done in WCPSS, particularly in secondary schools. Dissemination of information and training remain key issues for the ADD program. The staff survey shows that teachers, particularly at the high school level, believe that drug and alcohol use is impacting their students. Teachers believe that their students need help in developing knowledge about drugs and alcohol and in learning how to resist peer pressure. Yet, in middle schools and high schools, few lessons are presented outside of health classes that focus upon the impact of substance abuse. As indicated in past evaluation reports, consideration should be given to increasing training, dissemination, and outreach efforts if the expectation is that all teachers should be involved in the ADD program's efforts.

The Interdisciplinary Curriculum for Alcohol and Other Drugs (ICAOD), developed by the NC Department of Public Instruction, was introduced in WCPSS elementary schools in 1991. The ICAOD is designed to be used by teachers in all subject areas. Survey data indicates that in 1993-1994, 73% of elementary teachers were familiar with the curriculum, and that familiarity dropped to 42% of middle school teachers and 43% of high school teachers. At the secondary level, the ICAOD has been used primarily by health and physical education teachers. Most ADD training held during 1993-94 was directed toward CAPS Coordinators and Core Team members. Attention should be paid to developing training and implementing curriculum in secondary courses other than health and physical education.

Student assistance programs such as CAPS are cited in research literature as important components of effective prevention programs. Significant progress was made in 1993-94 in giving CAPS a distinct identity in WCPSS high schools. While significant variation existed between CAPS program sites during 1993-94, much of this variation seemed very appropriate given the length of time that coordinators had worked in their buildings, the varying student populations and needs in each school, and the existence of other CAPS-related programs in some of the schools. Some of the variation generated frustration for CAPS coordinators who expressed concern that they were not doing something that another coordinator was doing or that they did not have time to implement all of the components associated with CAPS at their school.

It was obvious from the interviews, site visits, and questionnaires that CAPS provided a level of student assistance that was very different from the established guidance and administrative

channels that existed in the schools. Since CAPS is a "broad brush" effort to provide student assistance for any student "at risk" of substance abuse, there is a danger that the counselor leading the student assistance program can be expected to do "a little bit of everything." As CAPS is integrated into the guidance department at each high school in 1994-95, it may be appropriate to set some systemwide priorities for the activities to be implemented under the heading of "Student Assistance Program" at each school. Otherwise the broad brush of problems can lead to a broad brush of solutions that has no central focus or identity, and coordinators and school administrators will struggle to set appropriate priorities among competing activities.

As CAPS is institutionalized as part of the guidance program, it will be important to clearly identify those activities that should be undertaken by the student assistance coordinator in each school. The student assistance functions established by CAPS are cited in the literature as key components of effective adolescent substance abuse prevention and intervention. WCPSS should look for ways to strengthen these student assistance activities as part of the school system's ADD efforts.

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95.12

APPENDIX A
ADD TEACHER SURVEY FORM AND RESULTS

Results for Items Unique to Form 3C of the April 1994 Staff Survey

30c. If you work in a middle or high school, indicate your subject area:	District	Middle	High
Language Arts	16.5	17.3	16.2
Mathematics	14.8	16.2	14.1
Science or Social Studies	24.3	25.3	24.1
Health or Physical Education	6.2	5.8	6.5
Other	38.3	35.4	39.1

31c. If you work in an elementary school, indicate your general type of position:	Elementary
Regular Classroom Teacher	63.6
Other	36.4

	Strongly Agree + Agree Percentage (Combined)				Strongly Disagree + Disagree Percentage (Combined)			
Item	District	Elem.	Middle	High	District	Elem.	Middle	High
32c. Drugs and alcohol use are causing behavioral problems in my school.	33.62	8.57	33.12	76.06	48.77	77.48	41.23	7.61
33c. Drugs and alcohol use affect academic achievement in my school.	35.96	11.58	31.91	80.63	47.61	74.16	42.76	7.12
34c. Students have sufficient knowledge of the dangers of using drugs and alcohol.	68.31	68.58	67.20	68.56	14.69	13.34	17.04	15.01
35c. Students need help developing strategies for resisting negative peer pressure.	93.98	94.50	94.87	92.24	1.50	1.33	1.92	1.44

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Item	Strongly Agree + Agree Percentage (Combined)				Strongly Disagree + Disagree Percentage (Combined)			
	District	Elem.	Middle	High	District	Elem.	Middle	High
36c. I have received sufficient training to effectively teach lessons covering alcohol and other drugs.	43.41	51.70	36.72	35.06	41.88	31.29	48.52	54.02
37c. I am familiar with curriculum lessons and resource materials that are available for teaching about alcohol and other drugs.	56.83	72.65	42.26	42.74	31.75	16.95	45.81	44.44
38c. In general, the Alcohol and Drug Defense program is effective in my school.	44.31	67.06	30.42	17.89	14.29	4.44	18.45	27.27

39c. Approximately how many lessons have you taught this year that focused on the prevention of student abuse of drugs or alcohol?	District	Elementary	Middle	High
0	43.5	30.0	57.5	54.6
1-5	40.7	49.7	28.9	35.5
6-10	8.7	12.6	6.2	4.3
11-15	3.1	3.7	3.9	1.4
More Than 15	3.9	4.0	3.6	4.0

DISTRICTWIDE RESULTS

40c. Use the following scale to describe your opinion regarding the effectiveness of the following Alcohol and Drug Defense programs that may be in your school:	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	I Am Not Familiar With the Program
The D.A.R.E. Program (Drug Abuse Resistance Education)	31.1	35.6	4.9	2.7	25.7
The C.A.P.S. Program (Coordinated Assistance Program for Students)	7.6	23.2	4.6	2.7	61.8
The North Carolina Interdisciplinary Curriculum for Alcohol and Other Drugs or similar curriculum materials	7.2	26.9	4.8	2.0	59.1

ELEMENTARY SCHOOL RESULTS

40c. Use the following scale to describe your opinion regarding the effectiveness of the following Alcohol and Drug Defense programs that may be in your school:	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	I Am Not Familiar With the Program
The D.A.R.E. Program (Drug Abuse Resistance Education)	51.0	35.5	3.3	0.9	9.4
The C.A.P.S. Program (Coordinated Assistance Program for Students)	7.4	13.4	1.9	0.2	77.1
The North Carolina Interdisciplinary Curriculum for Alcohol and Other Drugs or similar curriculum materials	12.7	38.0	5.7	0.8	42.9

MIDDLE SCHOOL RESULTS

40c. Use the following scale to describe your opinion regarding the effectiveness of the following Alcohol and Drug Defense programs that may be in your school:	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	I Am Not Familiar With the Program
The D.A.R.E. Program (Drug Abuse Resistance Education)	15.5	36.9	5.5	4.1	38.0
The C.A.P.S. Program (Coordinated Assistance Program for Students)	2.6	13.2	4.1	2.3	77.8
The North Carolina Interdisciplinary Curriculum for Alcohol and Other Drugs or similar curriculum materials	2.7	13.8	3.1	2.3	78.2

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HIGH SCHOOL RESULTS

40c. Use the following scale to describe your opinion regarding the effectiveness of the following Alcohol and Drug Defense programs that may be in your school:	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	I Am Not Familiar With the Program
The D.A.R.E. Program (Drug Abuse Resistance Education)	7.8	34.4	7.5	4.9	45.5
The C.A.P.S. Program (Coordinated Assistance Program for Students)	12.1	45.3	9.1	6.6	26.9
The North Carolina Interdisciplinary Curriculum for Alcohol and Other Drugs or similar curriculum materials	2.0	19.3	4.9	3.9	69.9

41c. Were any of the students you taught this year served by D.A.R.E. or C.A.P.S.?	District	Elementary	Middle	High
Yes	48.6	51.1	37.6	53.7
No	28.6	43.2	19.7	11.4
Not Sure	22.8	5.7	42.7	34.9

APPENDIX B
STUDENT DRUG SURVEY FORM AND RESULTS

WAKE COUNTY PUBLIC SCHOOL SYSTEM

1994 High School Student Survey

Dear Student:

The leaders of the Wake County Public School System are interested in knowing more about what you think about your school, the use of alcohol and drugs, and your plans for the future. This survey has been designed to collect some of this information.

This survey is confidential. Do not put your name on the survey. Your answers will be scanned by a scoring machine. When you finish marking the survey, put this form in the envelope that has been given to your teacher.

Please review the instructions for each part of the survey before responding to the items in that section. A summary of results will be written for your school and the school system. You may skip any items that you do not wish to answer.

MARKING INSTRUCTIONS

- **Use a No. 2 pencil.**
- **Fill in the circle completely for your choice.**
- **Erase cleanly any marks you wish to change.**
- **Do not make any stray marks on this form.**

CORRECT MARK ● INCORRECT MARKS ⊘ ⊗ ◔ ◕

DO NOT WRITE IN THIS AREA

00334

The first few items will help us describe the survey responses of different types of students who live in Wake County. Please pick the response that describes you.

1. **How many years have you gone to school in Wake County?**
   - ○ Less than 1
   - ○ 1-2
   - ○ 3-4
   - ○ 5 or more

2. **What grade are you in now?**
   - ○ 9
   - ○ 10
   - ○ 11
   - ○ 12

3. **What is your gender?**
   - ○ Male
   - ○ Female

4. **What is your ethnic group?**
   - ○ Asian/Pacific Islander
   - ○ African American/Black
   - ○ Alaskan/Native American
   - ○ Hispanic
   - ○ White
   - ○ Other

The next few questions ask about how much time you spend working during the school year to earn money, and how much time you spend on homework.

5. **How many hours per week do you usually work at your job ON SCHOOL NIGHTS (Sunday through Thursday) during the school year?**
   - ○ None
   - ○ Less than 10
   - ○ 10-15
   - ○ 16-20
   - ○ More than 20

6. **How many hours per week do you usually work at your job ON WEEKENDS during the school year?**
   - ○ None
   - ○ Less than 10
   - ○ 10-15
   - ○ 16-20
   - ○ More than 20

7. **How many TOTAL hours per week do you usually work at your job during the school year?**
   - ○ None
   - ○ Less than 10
   - ○ 10-15
   - ○ 16-20
   - ○ More than 20

8. **On average, how much time do you spend on homework each weekday night?**
   - ○ None
   - ○ Less than 1 hour
   - ○ 1-2 hours
   - ○ 2-3 hours
   - ○ More than 3 hours

How much do you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
9. **This school is a safe place to learn**	○	○	○	○	○
10. **I can talk to my teachers when I am worried about something**	○	○	○	○	○
11. **I can talk to a counselor when I am worried about something**	○	○	○	○	○
12. **Students of all races are treated fairly by teachers and administrators at this school**	○	○	○	○	○
13. **I know how to get extra help at school when I need help in one of my classes**	○	○	○	○	○
14. **The grades I get show how hard I have worked in my classes**	○	○	○	○	○
15. **I worry a lot about things that happen to me at school**	○	○	○	○	○
16. **Students who threaten or fight with teachers are a serious problem at this school**	○	○	○	○	○
17. **Students who threaten or fight with other students are a serious problem at this school**	○	○	○	○	○
18. **Students should be taught how to settle their arguments without fighting**	○	○	○	○	○
19. **The school should provide a way for students to settle conflicts without fighting**	○	○	○	○	○
20. **I would like to learn better ways to settle disputes**	○	○	○	○	○

How much do you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
21. I know how using drugs and alcohol will affect me	○	○	○	○	○
22. Lessons at school helped me learn to say "no" to alcohol and drugs	○	○	○	○	○
23. It is easy to stay away from alcohol and drugs in my neighborhood	○	○	○	○	○
24. It is easy to stay away from alcohol and drugs in my school	○	○	○	○	○
25. It is easy to stay away from alcohol and drugs when I am with my friends	○	○	○	○	○
26. It is easy for people to stop smoking if they really want to stop	○	○	○	○	○

How old were you when you first tried any of the following:

	16 or older	14-15	12-13	10-11	9 or younger	Never tried
27. Cigarettes (more than just to taste)	○	○	○	○	○	○
28. Marijuana (more than just to taste)	○	○	○	○	○	○
29. Beer, wine, or liquor (more than just to taste)	○	○	○	○	○	○

The next section of questions asks about how drugs or alcohol affect you.

	Daily	Weekly	Monthly	Occasionally	Once	Never
30. During the past year, how often did you drink alcohol?	○	○	○	○	○	○
31. During the past year, how often did you smoke cigarettes?	○	○	○	○	○	○
32. During the past year, how often did you drive a car after drinking alcohol?	○	○	○	○	○	○
33. During the past year, how often did you use marijuana?	○	○	○	○	○	○
34. During the past year, how often did you use crack or cocaine?	○	○	○	○	○	○
35. During the past year, how often did you use paneotropines?	○	○	○	○	○	○
36. During the past year, how often did you use LSD, PCP, or another hallucinogen?	○	○	○	○	○	○
37. During the past year, how often did you use "uppers" (speed, amphetamines)?	○	○	○	○	○	○
38. During the past year, how often did you use "downers" (tranquilizers)?	○	○	○	○	○	○
39. During the past year, how often did you use inhalants (like sniffing glue or inhaling from spray cans)?	○	○	○	○	○	○

How hard or easy would it be for you to get any of the following things:

	Very Easy	Easy	Not Sure	Hard	Very Hard
40. Alcohol at your school	○	○	○	○	○
41. Marijuana at your school	○	○	○	○	○
42. Drugs other than marijuana or alcohol at your school	○	○	○	○	○
43. Marijuana in your neighborhood	○	○	○	○	○

How hard or easy would it be for you to get any of the following things:

	Very Easy	Easy	Not Sure	Hard	Very Hard
44. Drugs other than marijuana or alcohol in your neighborhood	○	○	○	○	○
45. A gun at your school	○	○	○	○	○
46. A gun in your neighborhood	○	○	○	○	○

The next few questions are about what you have done in school, what you think about your school, and what you plan to do when you leave high school.

47. **What grades do you usually get?**
- ○ Mostly As and Bs
- ○ Mostly Bs and Cs
- ○ Mostly Cs and Ds
- ○ Mostly Ds and Fs

48. **What grade would you give most of your teachers on how well they teach?**
- ○ A
- ○ B
- ○ C
- ○ D
- ○ F
- ○ Not Sure

49. **What grade would you give to the school administration on how well your school is run?**
- ○ A
- ○ B
- ○ C
- ○ D
- ○ F
- ○ Not Sure

50. **Overall, what grade would you give to your school?**
- ○ A
- ○ B
- ○ C
- ○ D
- ○ F
- ○ Not Sure

	Much Too Easy	Too Easy	About Right	Too Hard	Much Too Hard
51. Do you think your math classes have been hard or easy?	○	○	○	○	○
52. Do you think your English classes have been hard or easy?	○	○	○	○	○
53. Do you think your science classes have been hard or easy?	○	○	○	○	○
54. Do you think your social studies classes have been hard or easy?	○	○	○	○	○

55. **Do you think your other classes have been hard or easy?**
- ○ Much too hard
- ○ Too hard
- ○ About right
- ○ Too easy
- ○ Much too easy

56. **How often do you use a computer at home for writing or school work?**
- ○ Every day
- ○ About once a week
- ○ About once a month
- ○ Never

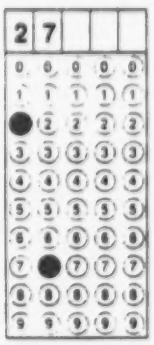
57. **How often do you use a computer at school for writing or school work?**
- ○ Every day
- ○ About once a week
- ○ About once a month
- ○ Never

58. **After you graduate from high school, what do you plan to do?**
- ○ Get a full-time job
- ○ Join the military
- ○ Go to a public four-year college
- ○ Go to a private four-year college
- ○ Go to a two-year college
- ○ Go to a technical school
- ○ Don't know
- ○ Other

59. **How well do you think your school is preparing you for what you plan to do?**
- ○ Very well
- ○ Fairly well
- ○ Not sure
- ○ Poorly
- ○ Very poorly

The final question will identify the general area where you live. This is important because students at your school come from several areas of the county and we want to know whether students in different areas of the county have different opinions.

60. **Please fill in your Zip Code and bubble in the missing three numbers:**



Thank you for the time you spent filling out this survey. Your answers are confidential and will help improve our schools. Return this form to the envelope provided to your teacher.

00334

DO NOT WRITE IN THIS AREA

RB753 PFI 54321

HIGH SCHOOL STUDENT SURVEY SUMMARY RESULTS FOR ALL HIGH SCHOOLS

FREQUENCIES FOR MAY 1994 STUDENT SURVEY ITEMS NOT SUMMARIZED ON TABLES

SCHL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
APEX	1400	9.5	1400	9.5
ATHENS	1129	7.7	2529	17.2
BROUGHTN	1102	7.5	3631	24.6
CARY	1388	9.4	5019	34.1
E. WAKE	1098	7.5	6117	41.5
ENLOE	1517	10.3	7634	51.8
FUQUAY-V	706	4.8	8340	56.6
GARNER	1252	8.5	9592	65.1
LEESVILL	866	5.9	10458	71.0
LONGVIEW	6	0.0	10464	71.0
MILLBRK	1559	10.6	12023	81.6
PHILLIPS	45	0.3	12068	81.9
SANDERSN	1563	10.6	13631	92.5
WAKE FOR	1106	7.5	14737	100.0

Years in school in Wake Co

Q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Less than 1	926	6.3	926	6.3
1-2	1021	6.9	1947	13.2
3-4	1740	11.8	3687	25.0
5 or more	11036	75.0	14723	100.0

Frequency Missing = 14

Grade Level

Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
9	4318	29.3	4318	29.3
10	3785	25.7	8103	55.0
11	3479	23.6	11582	78.6
12	3155	21.4	14737	100.0

Gender

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	7029	48.0	7029	48.0
Female	7618	52.0	14647	100.0

Frequency Missing = 90

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FREQUENCIES FOR MAY 1994 STUDENT SURVEY ITEMS NOT SUMMARIZED ON TABLES

Ethnic Group

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Asian	485	3.4	485	3.4
Black	3145	21.8	3630	25.1
Native Amer.	108	0.7	3738	25.9
Hispanic	228	1.6	3966	27.5
White	10112	70.0	14078	97.5
Other	366	2.5	14444	100.0

Frequency Missing = 293

Hours at work on school nights

Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
None	7753	53.1	7753	53.1
Less than 10 hrs	2881	19.7	10634	72.9
10-15 hours	2011	13.8	12645	86.6
16-20 hours	1100	7.5	13745	94.2
More than 20 hrs	851	5.8	14596	100.0

Frequency Missing = 141

Hours at work on weekends

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
None	7370	50.5	7370	50.5
Less than 10 hrs	3059	21.0	10429	71.5
10-15 hours	2585	17.7	13014	89.2
16-20 hours	1026	7.0	14040	96.3
More than 20 hrs	546	3.7	14586	100.0

Frequency Missing = 151

Total hours at work per week

Q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
None	6672	45.8	6672	45.8
Less than 10 hrs	1550	10.6	8222	56.4
10-15 hours	1695	11.6	9917	68.0
16-20 hours	1925	13.2	11842	81.2
More than 20 hrs	2736	18.8	14578	100.0

Frequency Missing = 159

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Hours spent on homework each night

Q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
None	1027	7.0	1027	7.0
Less than 1 hr	4312	29.5	5339	36.5
1-2 hours	6210	42.5	11549	79.0
2-3 hours	2171	14.8	13720	93.8
More than 3 hrs	903	6.2	14623	100.0

Frequency Missing = 114

First tried cigarettes

Q27	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Never Tried	6745	46.4	6745	46.4
9 or younger	1074	7.4	7819	53.8
10-11	1436	9.9	9255	63.7
12-13	2612	18.0	11867	81.7
14-15	1934	13.3	13801	95.0
16 or older	723	5.0	14524	100.0

Frequency Missing = 213

First tried marijuana

Q28	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Never Tried	9999	69.0	9999	69.0
9 or younger	293	2.0	10292	71.0
10-11	245	1.7	10537	72.7
12-13	862	6.0	11399	78.7
14-15	1915	13.2	13314	91.9
16 or older	1173	8.1	14487	100.0

Frequency Missing = 250

First tried beer, wine or liquor

Q29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Never Tried	4289	29.6	4289	29.6
9 or younger	1535	10.6	5824	40.2
10-11	1151	7.9	6975	48.2
12-13	2789	19.3	9764	67.4
14-15	3365	23.2	13129	90.6
16 or older	1355	9.4	14484	100.0

Frequency Missing = 253

Grades I usually get

Q47	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mostly As and Bs	6054	42.5	6054	42.5
Mostly Bs and Cs	5144	36.1	11198	78.6
Mostly Cs and Ds	2361	16.6	13559	95.2
Mostly Ds and Fs	679	4.8	14238	100.0

Frequency Missing = 499

Grade I give to teachers

Q48	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1418	9.9	1418	9.9
B	5097	35.7	6515	45.6
C	4449	31.2	10964	76.8
D	1580	11.1	12544	87.8
F	930	6.5	13474	94.4
Not Sure	806	5.6	14280	100.0

Frequency Missing = 457

Grade I give to administration

Q49	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	792	5.5	792	5.5
B	3225	22.4	4017	27.9
C	4031	28.0	8048	56.0
D	2641	18.4	10689	74.4
F	2773	19.3	13462	93.7
Not Sure	911	6.3	14373	100.0

Frequency Missing = 364

Overall grade I give to school

Q50	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	836	5.8	836	5.8
B	3955	27.5	4791	33.3
C	4775	33.2	9566	66.5
D	2359	16.4	11925	82.9
F	1794	12.5	13719	95.4
Not Sure	662	4.6	14381	100.0

Frequency Missing = 356

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How often I use a computer at home

Q56	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Every day	1283	9.0	1283	9.0
Once a week	3062	21.5	4345	30.5
Once a month	4526	31.8	8871	62.3
Never	5368	37.7	14239	100.0

Frequency Missing = 498

How often I use a computer at school

Q57	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Every day	2461	17.3	2461	17.3
Once a week	868	6.1	3329	23.4
Once a month	2421	17.0	5750	40.4
Never	8478	59.6	14228	100.0

Frequency Missing = 509

How well prepared by school for future

Q59	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very poorly	1277	9.0	1277	9.0
Poorly	2787	19.6	4064	28.6
Not Sure	3707	26.1	7771	54.7
Fairly well	5390	38.0	13161	92.7
Very well	1041	7.3	14202	100.0

Frequency Missing = 535

HIGH SCHOOL STUDENT SURVEY SUMMARY RESULTS FOR ALL HIGH SCHOOLS

SPRING 1994 HIGH SCHOOL STUDENT SURVEY TABLE ONE
RESPONSES SHOWING AGREEMENT OR DISAGREEMENT WITH STATEMENTS #9-#26

6

See survey form for complete text of each item.	Answer Options						Combined Options		
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	No Response	SD+D	Undecided or Missing	A+SA
	%	%	%	%	%	%	%	%	%
Survey Item									
9. This school is a safe place to learn	6.70	16.94	23.16	46.59	6.20	0.41	23.64	23.57	52.79
10. I can talk to my teachers	13.63	22.79	23.20	32.61	7.37	0.41	36.41	23.61	39.97
11. I can talk to a counselor	12.88	17.58	23.51	33.30	11.86	0.87	30.46	24.37	45.17
12. All races are treated fairly	21.80	24.08	21.90	24.08	7.44	0.70	45.88	22.60	31.52
13. I know how to get extra help	3.30	6.29	10.20	56.84	22.88	0.48	9.59	10.68	79.72
14. My grades show how hard I worked	11.09	21.39	15.19	35.71	15.57	1.05	32.48	16.24	51.28
15. I worry a lot about school	9.83	24.61	20.29	29.67	14.64	0.96	34.44	21.25	44.31
16. Students t/f teachers are a problem	7.27	19.71	22.49	25.03	24.43	1.07	26.99	23.55	49.46
17. Students t/f students are a problem	5.52	15.32	20.21	31.14	26.88	0.93	20.84	21.14	58.02
18. Schl should teach conf. resolution	4.57	4.93	14.70	37.82	37.08	0.88	9.51	15.59	74.91
19. Schl should provide conf. res.	5.10	7.45	19.09	37.81	29.59	0.97	12.55	20.06	67.39
20. I want to learn to settle disputes	8.18	14.45	31.04	32.30	12.97	1.07	22.62	32.11	45.27
21. I know how AOD will affect me	2.10	1.23	3.55	39.45	52.90	0.77	3.32	4.32	92.35
22. Schl helped me learn to say no	19.95	26.67	18.84	23.02	10.56	0.96	46.62	19.81	33.58
23. Easy to avoid AOD in my neigh	8.57	9.55	11.76	34.24	34.76	1.12	18.12	12.88	69.00
24. Easy to avoid AOD in my school	14.51	20.55	19.61	29.39	14.66	1.28	35.07	20.89	44.05
25. Easy to avoid AOD with my friends	10.77	15.36	17.06	31.20	24.36	1.26	26.12	18.31	55.56
26. Easy for people to stop smoking	24.94	24.08	23.13	15.12	11.46	1.26	49.03	24.39	26.58

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HIGH SCHOOL STUDENT SURVEY SUMMARY RESULTS FOR ALL HIGH SCHOOLS

SPRING 1994 HIGH SCHOOL STUDENT SURVEY TABLE TWO
RESPONSES SHOWING FREQUENCY OF ALCOHOL AND OTHER DRUG USE BASED UPON QUESTIONS #30-#39

Students were asked how often during the past year they engaged in each behavior.	Answer Options						
	Never	Once	Occasionally	Monthly	Weekly	Daily	No Response
	%	%	%	%	%	%	%
Survey Item							
30. Drink alcohol?	35.96	13.31	28.70	8.62	9.37	2.63	1.42
31. Smoke cigarettes?	59.42	7.42	11.07	2.08	3.75	14.94	1.32
32. Drive after drinking?	85.16	6.03	3.62	1.09	0.99	1.72	1.39
33. Use marijuana?	70.99	5.86	8.41	3.41	5.10	4.59	1.63
34. Use crack or cocaine?	93.66	1.36	0.81	0.33	0.43	1.91	1.51
35. Use paneotropines?	93.04	0.63	0.77	0.45	0.30	1.76	3.05
36. Use hallucinogens like LSD?	88.67	3.17	2.96	1.17	0.82	1.72	1.49
37. Use uppers or amphetamines?	88.64	2.97	3.06	0.91	0.79	2.05	1.58
38. Use downers or tranquilizers?	91.87	1.82	2.02	0.60	0.52	1.63	1.55
39. Use inhalants?	87.10	4.12	3.78	0.85	0.61	1.97	1.57

HIGH SCHOOL STUDENT SURVEY SUMMARY RESULTS FOR ALL HIGH SCHOOLS

SPRING 1994 HIGH SCHOOL STUDENT SURVEY TABLE THREE
RESPONSES SHOWING HOW HARD OR EASY IT WOULD BE TO OBTAIN THINGS LISTED IN ITEMS #40-#46

See the survey form for the exact structure of items 40-46	Answer Options						Combined Options		
	Very Easy	Easy	Not Sure	Hard	Very Hard	No Response	Easy or Very Easy	Not Sure or Missing	Hard or Very Hard
	%	%	%	%	%	%	%	%	%
Survey Item									
40. Alcohol at your school?	27.75	25.13	33.22	5.51	6.60	1.79	52.88	35.01	12.11
41. Marijuana at your school?	35.83	27.51	27.22	3.04	4.57	1.84	63.34	29.06	7.61
42. Other drugs at your school?	20.41	22.20	45.52	4.42	5.53	1.92	42.61	47.44	9.95
43. Marijuana in your neighborhood?	19.22	11.50	30.46	11.81	25.13	1.87	30.73	32.33	36.94
44. Other drugs in your neighborhood?	13.73	9.89	35.44	11.04	27.60	2.30	23.62	37.74	38.64
45. A gun at your school?	10.47	17.32	51.27	8.83	9.77	2.33	27.79	53.60	18.61
46. A gun in your neighborhood?	14.01	12.15	38.47	10.42	22.55	2.41	26.16	40.88	32.96

SPRING 1994 HIGH SCHOOL STUDENT SURVEY TABLE FOUR 9
RESPONSES SHOWING WHETHER STUDENTS THINK CLASSES ARE TOO EASY OR TOO HARD (QUESTIONS #51-#55)

See the survey form for the exact structure of each question.	Answer Options					
	Much Too Easy	Too Easy	About Right	Too Hard	Much Too Hard	No Response
	%	%	%	%	%	%
Survey Item						
51. Math classes hard or easy?	4.51	7.56	58.19	17.97	8.44	3.34
52. English classes hard or easy?	4.09	9.23	61.29	15.46	6.62	3.30
53. Science classes hard or easy?	4.08	8.94	57.81	18.03	7.39	3.75
54. Soc Studies classes hard or easy?	7.22	13.06	55.17	13.69	6.93	3.93
55. Other classes hard or easy?	3.35	10.12	73.73	7.21	2.42	3.16

SPRING 1994 HIGH SCHOOL STUDENT SURVEY TABLE FIVE 10
PLANS AFTER HIGH SCHOOL (QUESTION #58) BY DEMOGRAPHIC GROUP

Frequencies of Students' Plans After High School Showing Percentages of Each Demographic Group Making Each Choice		Ethnic Group						
		Black		White		Other		
		Gender		Gender		Gender		
		Male	Female	Male	Female	Male	Female	ALL
Full-time job	Frequency	105	108	218	120	24	23	598
	Column Percent	7.25	6.41	4.47	2.30	4.01	4.04	4.16
Military	Frequency	74	48	281	45	35	18	501
	Column Percent	5.11	2.85	5.76	0.86	5.84	3.16	3.48
Public 4 yr college	Frequency	665	855	2606	3060	293	309	7788
	Column Percent	45.89	50.77	53.45	58.76	48.91	54.21	54.14
Private 4 yr college	Frequency	142	228	737	1094	96	109	2406
	Column Percent	9.80	13.54	15.11	21.01	16.03	19.12	16.72
2 yr college	Frequency	99	122	170	210	25	28	654
	Column Percent	6.83	7.24	3.49	4.03	4.17	4.91	4.55
Technical school	Frequency	144	168	374	303	35	23	1047
	Column Percent	9.94	9.98	7.67	5.82	5.84	4.04	7.28
Don't know plans	Frequency	138	131	393	325	56	43	1086
	Column Percent	9.52	7.78	8.06	6.24	9.35	7.54	7.55
Other plans	Frequency	59	53	184	118	40	24	478
	Column Percent	4.07	3.15	3.77	2.27	6.68	4.21	3.32
No Plan Chosen	Frequency	101	58	137	112	31	22	461
	Column Percent	6.97	3.44	2.81	2.15	5.18	3.86	3.20

APPENDIX C
HIGH SCHOOL PARENT SURVEY FORM AND RESULTS

Fill in your choice in pencil.

H

HIGH SCHOOL

My child's school is:

- Apex
- Athens Drive
- Broughton
- Cary
- East Wake
- Enloe
- Fuquay-Varina
- Garner
- Leesville
- Longview
- Millbrook
- Phillips
- Sanderson
- Wake Forest

ALREADY FILLED OUT

1. How many total years have you had children in this school?
   1 or less 3 5
   2 4 6 or more

2. How many children do you currently have in Wake County Public Schools?
   1 4 7
   2 5 8 or more
   3 6

3. My child is being served by the following programs this year (mark all that apply):
   - Academically Gifted (AG)
   - Special Education (except AG)
   - Neither of the above
   - Do not know

4. Do you serve in your child's school as a volunteer on a regular basis (at least monthly)?
   Yes (go to item 6) No

5. If you are not a volunteer for education which answer(s) best describes why (mark all that apply)?
   - Time constraints
   - Transportation constraints
   - Lack of volunteer training
   - Do not know who to contact
   - Do not feel comfortable at the school
   - Nature of tasks
   - No interest
   - Other

6. What is this child's grade level?
   - 9
   - 10
   - 11
   - 12

7. Mark all that apply; this child's ethnic group is:
   - Asian Pacific Islander
   - African American/Black
   - Alaskan Native American
   - Hispanic
   - White
   - Other

8. Are you a member of the PTA for this school?
   Yes No Unsure

9. Have you been contacted by the school or the PTA to participate in some role in your child's school?
   Yes No Unsure

10. I receive enough communication from the school to keep me informed of its activities.
    Yes No Unsure

Strongly Disagree
Disagree
Unsure
Agree
Strongly Agree

11. My child's school is a safe place to learn.
12. My child's school grounds are clean and attractive.
13. My child's school building is clean and attractive.
14. My child's school provides a high quality educational program.
15. The staff at my child's school has high expectations for my child.
16. My child is academically challenged in all classes.
17. It is easy to contact the staff at my child's school.
18. When I have a concern about my child, I can count on the school for support.
19. I feel comfortable visiting my child's school.
20. My child's school provides sufficient opportunities for parental involvement.
21. I am informed about my child's progress on a regular basis (in addition to report cards).
22. If I call the school, I receive prompt and courteous attention.
23. The climate at my child's school promotes learning.
24. Students at my child's school are well behaved overall.
25. I have seen progress in my child's learning in the past 12 months.

26. I get involved in my child's education:
    - at school (for example: parent teacher conferences, school events)
    - at home (for example: emphasizing homework, reading with my child, serving refreshments, materials donations to school)
    - Both of the above
    - Neither of the above

27. Race relations at my child's school are:
    Excellent Fair
    Very good Poor
    Good Don't know

28. I would enroll my child in a year-round school.
Yes No

29. The amount of homework my child receives is:
Too much Too little
Just right None

30. If your child has an Individualized Education Program (IEP) for Special Education, were you involved in its development?
Yes No Does not apply

31. Transportation services for my child are:
Excellent Good Poor
Very good Fair My child does not ride the bus

32. I have had adequate communications with my child's bus driver this year.
Yes No No communication

33. My child's school uses the following technology in its instructional program (mark all that apply):
Computers Calculators
CD Roms Modems

34. Using classroom instruction based on computers and related technology prepares my child for the future.
Yes No

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
35. My child has sufficient knowledge of the dangers of using drugs and alcohol.					
36. Drugs and alcohol use are causing behavioral problems at my child's school.					
37. Lessons at school have helped my child learn to say "no" to alcohol and drugs.					

38. To help us better plan facilities use, please provide the last three digits of your zip code:

2	0	1	●	3	4	5	6	7	8	9
7	0	1	2	3	4	5	6	●	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Only complete the next questions once per family.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
39. The Wake County Public School System is improving over time.					
40. The overall educational program in this school system is of high quality.					
41. This school system offers opportunities for success to all students.					
42. This school system is taking the necessary steps to promote understanding among students.					
43. If I call the school system central office, I receive prompt and courteous attention.					
44. Race relations in this district are improving over time.					
45. I understand the magnet program options available to me.					
46. Use of magnet programs to balance schools by race is preferable to an increase in forced busing.					
47. Magnet schools offer additional programs. It is important to fund these programs.					

48. How effective do you think each of the following measures would be in reducing violence in the public schools?

	Not At All Effective	Not Very Effective	Don't Know	Somewhat Effective	Very Effective
Incorporating character education into the existing curriculum					
Training school staffs in how to deal with student violence					
Training students about conflict resolution					
Placing police officers on high school campuses					
Establishing more alternative schools					
Enforcing stronger penalties for weapons possessions or other violent acts					
Using community-based programs					
Making parenting courses available					

49. I would be interested in enrolling my child in the following magnet choices:

	Unsure	No	Yes
a. A scholar athlete high school which emphasizes both physical and academic preparation (for Olympic sports for the student who is as serious about achievement in sports as in the classroom)			
b. A high school program which offers courses related to medical professions			
c. A year-round high school			
d. A program which emphasizes the principles shared by business and law. Students will be prepared for continued training as teachers, lawyers, paralegals, accountants, bankers, financial advisors, insurance agents, and entrepreneurs			
e. An accelerated program which emphasizes and prepares students for careers in agriculture and environmental industries. Studies in genetics, zoology, biotechnology, horticulture, and natural resource management enrich basic curriculum offerings			
f. A program in which a variety of instructional technology is the critical component of the learning process			

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Wake County Public Schools
Parent Survey: Fall, 1994
All High Schools

	Answer Options					Combined Options			
	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	SA+A	Unsure	D+SD	N
	%	%	%	%	%	%	%	%	
Questions 35-37									
35 Child has knowledge of drug dangers	58.65	33.91	3.62	1.85	1.97	92.56	3.62	3.82	5,939
36 Drugs causing my child's problems	11.28	21.89	46.51	13.35	6.97	33.18	46.51	20.32	5,911
37 Drug lessons helped child resist	13.80	36.99	29.87	12.22	7.12	50.79	29.87	19.34	5,883

EVALUATION REPORT:
ALCOHOL AND DRUG DEFENSE PROGRAM (ADD)
1993-94

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Department of Evaluation and Research
Wake County Public School System